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JUNIOR HIGH SCHOOL

Bulletin

of the

High School Teachers Association

of

New York City

January 1916

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Bulletin

of The High School Teachers Association of New York City

No. 59 Jan. 1916

THE JUNIOR HIGH SCHOOL

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Professor Briggs addressed the Association at the May, 1915, meeting on the junior high school. This address formed a part of the chapter on secondary education which he had prepared for the 1914 report of the United States Commissioner of Education. In the subsequent discussion, Professor Briggs seemed to be in favor of the separate junior high school chiefly because of the opportunity it would give to re-make the curriculum of secondary schools without the influence of the academic traditions of the high schools. We take pleasure in presenting to the members of the Association the address of Professor Briggs.

Mr. Charles S. Hartwell, of the Eastern District High School, was one of the originial advocates of the six-and-six plan. His article traces the early history of the movement for the junior high school and recounts the part this city has taken in it.

Mr. Joseph Abelson, of the High School of Commerce, who has been making a special study of the junior high school, shows in his paper how the junior high schools may serve in the re-organization of the school system. Mr. Abelson has also prepared the extensive bibliography on the junior high school which is printed in this Bulletin.

In a subsequent number of the Bulletin, the editors hope to present some of the objections to the establishment of the junior high school in New York City. Members of the Association are requested to submit their opinions on the subject. Such communications should be sent to the Chairman of the Editorial Committee, E. Van B. Knickerbocker, 36 St. Nicholas Place, Manhattan.

Although among the variations in the organization of American schools there have doubtless many times been approximations to the junior high school, or intermediate school, the present movement toward an equal division of the 12 years of general education between the elementary and the secondary schools seems to have been initi-

ated by E. W. Lyttle, who at the National Education Association in 1905 argued that "secondary education should begin as soon as the elementary pupil has acquired the tools with which he may gain a higher education." Subsequent to this address the Department of Secondary Education appointed on the subject a standing committee of five, which, under Mr. Lyttle and G. P. Morrison as chairmen, reported to the association in 1907, 1908, and 1909. The first two reports presented arguments, both educational and economic, for the establishment of the six-year high school; the last one, after quoting from letters by prominent schoolmen who after more or less experience favored the organization, declared that "the change to a six-six division is inevitable; it is now taking place in various ways to meet local conditions." The movement has had further impulse since then by the reports of the Committee on Economy of Time in Education and of the Commission on the Reorganization of Secondary Education.

However strong the arguments for annexing two years to the high-school period, such a change could hardly be successful unless at the same time there were dissatisfaction with the work now generally done in the seventh and eighth grades Such dissatisfaction there is in abundance The distribution of eight years to the elementary school and four to the high school is pretty generally accepted as an accident, finding no justification in comparative education, psychology, or the logical demands of local conditions. Besides this, the curriculum of the elementary school has become hopelessly congested, both by the introduction of subjects new to any curricula, and by the adoption, usually under stress, of subjects formerly taught in secondary school. Most, if not all, of these subjects are now so firmly established that the attack on "school fads," usually coupled with a demand for a "return to the three R's," is received with small sympathy by schoolmen or by the public. With an increasingly complex social and economic life, the school can never return to the old simple form of education. Those defending the newer subjects declare that there would be ample time for all useful matter in the upper grades if there should be eliminated from such subjects as grammar and arithmetic the formal phases that can be justified only by tradition or by a belief in the discredited doctrine of formal discipline, and if they would put a stop to the wasteful and futile reviews that now occupy so much of the energy of these last years of the elementary school. It is charged, moreover, that there is a lack of real progress in the seventh and eighth grades, and that the large mortality of pupils in the first year of high school is due not to the arbitrary course or to the poor teaching in the upper school, but rather to the fact that the preparing school has not done its full duty.

Another charge pretty generally made against the usual organization of our schools is that it causes too sharp a break after the eighth grade, that the elementary school courses lead nowhere, neither to the secondary school, nor to competent work in the world. Worse

still, the break comes for a great many children about the time that the compulsory education law ceases to hold them in school and for the majority at the time when the changes concomitant with early adolescence are logically demanding satisfaction. At this time the demand for differential courses must be met or children leave school. The justification of the usual single course for all children has usually rested on a profession that democracy should afford an equal opportunity to all; but inasmuch as children of this age differ so markedly in ability, interests, and ambitions, democracy is fair only if it offers to each pupil what will best advance him in his peculiar development. The persistence of the traditional organization of the upper grades results in an annual loss of an impressive army of children, none of whom will contribute to society as well as if the school had adapted itself to his needs. The aggregate loss is tremendous. For all of these reasons, alleged and actual, the arguments for the new organization have been heard by schoolmen and by the lay public with unusual hospitality.

The Name and Defintion

Two names have been used for the new organization, the junior high school and the intermediate school, the latter being general in California, the former in most other parts of the country. There are obvious arguments for and against each; Supt. Cary, of Wisconsin, for example, perfers the name intermediate school, declaring that—one high school is enough in the minds of the people. This sort of school is "intermediate" between the grades and the high school and is not either grade work, as we now understand grade work, or high-school work, as we know high-school work.

On the other hand, this same is likely to suggest grades 4 to 6 of the elementary school; while the name junior high school is more or less self-explanatory, it parallels the term junior college, and it is especially attractive to the children. Inasmuch as the organization, like the name, varies, a definition must be arbitrarily made. Although by some it is held that the junior high school, or the intermediate school should admit all children of 12 years, regardless of educational advancement, it is defined for the purposes of this report as *an organization of grades 7 and 8 or 7 to 9 to provide by various means for individual differences, especially by an earlier introduction of prevocational work and of subjects usually taught in the high school.* A definition on the basis of age is preferred by Commissioner Snedden, of Massachusetts, who predicts 100 junior high schools in that State within five years.

Approximation in the Upper Grades to the Junior High School

It will be seen at once that in the usual organization of the upper grades, especially in our better schools, there are frequently included some of the elements suggested by the definition above. Depart-

mental teaching, for instance, which is customary in the junior high school, is frequently found in the upper grades. It is the practice to have special teachers of music, drawing, physical culture, and all forms of industrial work; and, in addition to these, there is an increasing number of teachers who give instruction only in those academic subjects in which they are strongest. The advantages of the plan are obvious; the chief objection seems to be that a child among several teachers may have no one who will be his especial adviser and friend. This objection is anticipated by wise superintendents, who provide through a system of "home rooms" especial oversight to each pupil. It is infrequent, moreover, that in the upper grades there are as many teachers as subjects; in fact, one principle to be observed provides that the increase in the number of teachers for each child shall be gradual.

The usual organization of the upper grades frequently includes some industrial work, too—sewing or cooking for the girls and some one of the various forms of manual work for the boys. The difference seems to lie in this, that the elementary school offers such work for the most part of general culture, whereas the junior high school offers it especially as prevocational training. Of course, there are exceptions to this statement; indeed, the tendency everywhere seems to be toward discarding exercises of a type that do not frequently reappear in life, and toward consciously presenting the subject so that a pupil finds out his own aptitude and interest in it. The upper grades sometimes, but far less often, include also commercial branches, the elements of algebra, and some foreign language, most frequently German,

The question is often asked, why, if such differentiation is already begun in many elementary schools, there is any need for the new organization. From the fact that only a relatively few elementary schools have introduced even one of the subjects mentioned above and that nearly all of the junior high schools offer a number of them it would seem that it is easier to introduce such subjects in a new organization than in the old. Moreover, there are other desirable elements of the junior high school that no reform of the upper grades can achieve; these elements are discussed later in this article.

Many of the junior high schools, it must be said, are educational accidents. Occasionally the pupils of the first year in the high school have been segregated with those from the seventh and eighth grades in order to relieve congestion in the high-school building; in a larger number of cases, a new high-school building having been erected, the pupils of the upper grades, with or without those in the first year of the high school, are placed in the old building, which usually, besides being too good to be destroyed, is well adapted for such work. To this organization the school authorities have added various educational reforms with the result that a new type of school has been created. In many private schools and in a smaller number of small public high schools containing under one roof all the grades from the first to the

tenth or twelfth, reorganization has been effected so that the essentials of the junior high school are incorporated into grades seven to nine. The success of these ventures, supported by educational theory, has stimulated other school systems to establish junior high schools with new buildings suitably located, teachers fitted especially for the work, and a progrom of studies markedly different from that ordinarily found. Los Angeles typifies this class.

The very general approval of the plan to reorganize our educational system so as to include junor high schools is significant of the trend of sentiment. Representative of sources of approval are the following: All but one of the school surveys published during the year, the one exception being in a city that had just erected a new $500,000 high-school building; the University of Minnesota, which by resolution passed by its faculty and its board of regents in 1914 recommends the organization "as soon as local conditions will admit"; the Inland Empire Teachers Association, which indorsed the plan by a unanimous viva voce vote after an address by Commissioner Claxton; a committee appointed by the Association of City Superintendents of Wisconsin to study the plan; the National Council of Teachers of English, which is using the 6—3—3 division in the study of the teaching of English; the North Central Association; and numerous public addresses and articles in educational magazines.

Advantages Claimed for the Junior High School.

There are four major claims made for the junior high school; First, that it provides better for individual differences; second, that it makes easier the transition to the high school; third, that it decreases the number of pupils eliminated from the school system; and fourth, that it furnishes an opportunity for various reforms in instruction. The need for provision for individual differences, especially at the period of early adolescence, will be recognized by all who are cognizant of the studies made by psychologists during the past two decades. The possibility of securing homogenity of groups is determined for the most part by the aggregate number of children assembled; consequently, when all of the children of the seventh, eighth, and ninth grades in a system of schools are collected in one building, especially if departmental teaching and promotion by subject are provided, the grouping can be far more satisfactory for differential subject matter and instruction. The mere fact that all of the children in such an organization as the junior high school are so closely grouped in physiological, chronological, and mental ages is said also to make discipline much easier. In such a school it is possible in various ways to test each child and thereby to find what are his natural interests, his ambitions, and his capacities. Moreover, he can be introduced to several subjects seldom taught in the grammar grades and learn himself if he have aptitudes in them. If, after fair trial, it is found that a certain child has no ability in a subject of study or that it is not likely to forward him in the career which he has chosen, he can be directed to a course better

for him. This exploration, if begun in the seventh or eighth year of school, reaches more children, and time lost here is not so material as it is when the children are two or three years nearer the end of the schooling afforded by the local community.

By the definition arbitrarily made of the junior high school, it offers certain subjects usually found only in the high school, subjects like one or more foreign languages, mathematics beyond arithmetic, and prevocational studies, either commercial or industrial. It is felt by those who have most interest in the future of Latin that under the usual organization either too much or too little time is given to it, that in four years it is impossible to prepare youth for the college requirements in Latin and at the same time make the subject contribute the maximum of the cultural elements of which it is possible. The modern foreign languages are said to be acquired better if begun at 12 than at 14 or 15; whether they are or are not it seems necessary for them to be introduced earlier, if they are to become working tools. The mathematician pleads that the character of mathematics should be changed after the sixth grade, first, because by that time the fundamental processes have been mastered; second, because of the lack of logic in the present sharp divisions after arithmetic and algebra; and, third, because of the greater success in all other civilized countries under the proposed redistribution of subject matter.* The introductory work in prevocational subjects is justified by the fact that each child taking it gets something of practical value, that it reaches a far larger number than when introduced in the ninth year, that it gives each child a more intelligent understanding of the work of the world, and that it acquaints him with the possibilities in the subjects and in himself. For several of these reasons it would seem that the logical place for general science also is in the first two years of the junior high school.

Finally, so far as individual differences are concerned, the larger number of pupils collected into one organization makes possible better provisions for children with varying degrees of ability and industry. Wherever there have been organized "flying squadrons" of exceptional children, they have been collected from a large area into one building. There is no reason why the children with superior intellectual endowments should not be permitted and encouraged to save a considerable part of the secondary school period and at the same time to do the work better than their less fortunate brothers. Neither skipping a grade nor carrying an extra subject is satisfactory; but accelerant groups have proved economical in every respect. There are in all systems, too, children who learn slowly. If placed in classes formed regardless of the ability of the pupils, they inevitably retard the progress of the work, learn little themselves, and often fail of promotion. For such children repeating the work is far from satisfactory; an unpublished study recently made at Teachers College by John R. Riley of some eight thousand cases shows that after repeating and passing a course in which they had failed, 33 per cent of the children who continued the subject failed again the next semester. It may be assumed that at least a majority of those who were

THE JUNIOR HIGH SCHOOL FOR INCREASED ECONOMY AND EFFICIENCY

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CHARLES S. HARTWELL
Eastern District High School, Brooklyn

IN CONVERSATION with a new chairman in the Board of Education the writer stated his belief that, if the five million dollars proposed by the Board of Estimate for the introduction of the Gary system should be divided into three sums and allowed for the use or experimentation of the Gary, Ettinger, and Junior High School systems, in two years it could become apparent that one million dollars spent to introduce Junior High Schools would go farther and accomplish more than two million dollars with either the Gary or the Ettinger system.

Now, what could be done with one million dollars and the Junior High School system?

The long standing injustice to teachers in the seventh and eighth years could be removed and the best efforts of these teachers requited.

In the departmental estimates for 1916 there is an item for promotions to grades of the last two years in elementary schools:

To fill vacancies existing May 31, 1915	$261,480
To fill vacancies in fall term of 1915, persons not in service May 31, 1915	31,200
For 1916 appointments	17,150
Total	$309,830

This measure of justice might be the first item.

The number of pupils on register in November, 1915, the latest available figures, in the seventh and eighth years is as follows:

Manhattan	43,763
Bronx	17,548
Brooklyn	46,927
Queens	10,686
Richmond	2,577
New York City	121,501

For the same month of November, 1915, there were in the ninth year or the first high school year, 13,652 boys and 14,752 girls, or 28,404 pupils. Adding these 28,404 ninth year pupils to the 121,501 seventh and eighth year pupils reveals the fact that New York City has 149,905 pupils in the seventh, eighth and ninth years or the period contemplated by the normal form of the Junior High School.

This was three months ago and we may fairly say that this city has 150,000 pupils ready for the Junior High School.

Allowing 1,500 pupils to a building, the city needs 100 buildings to house the Junior High School pupils.

Now all the seventh and eighth year pupils and nearly half the ninth year pupils are already housed in elementary school buildings. These buildings cost only about one-third as much as high school buildings. If the sixteen thousand ninth year pupils still in high school buildings should be placed in elementary school buildings, no more high school buildings need be erected for probably ten years. Ninth year pupils are not ready for the expensive laboratories of the high schools.

Restricting these expensive plants to pupils above the ninth year would save

the city at least $500,000 a year in difference of cost for housing of ninth year pupils.

The next step would be the definite assignment of existing buildings to the Junior High School period for pupils of the seventh, eighth and ninth years. Pupils of these grades can walk farther without danger or inconvenience than the younger ones. Take Manhattan, for example. Of the one hundred Junior High Schools, its quota would be about thirty-six. Suppose the following buildings be devoted exclusively to these three years; P. S. 95, 114, 62, 174, 4, 97, 12, 61, 40, 50, 27, 183, 190, 100, 150, 83, 24, 90, 159, 33, 17, 94, 93, 157 and 115. These 25 buildings are distributed at convenient intervals thruout districts 9, 1, 2, 3, 5, 4, 7, 8, 12, 13, 15, 16, 17, 21, 20, 10, 11, 14, 18, 19 and 22. District lines need not be adhered to for Junior anymore than for Senior high school pupils. Nor is it absolutely essential that the Junior high schools should be entirely separated from the lower grades. If, for example, the above 25 buildings could be devoted completely to Junior high school work the other eleven buildings required for Manhattan in the more congested districts might have lower grade pupils as well and in similar proportion, not to make too radical a departure, the same might be true for the other boros. If about sixty present buildings scattered not more than two in a district should be devoted exclusively to the seventh, eighth and ninth years the forty others required may for the present be connected with lower grade work.

The Principals designated to supervise these one hundred Junior high schools should have $250 more for the extra care of the ninth year. This would involve an expense of nearly $25,000 a year in addition to the present. The teachers of the ninth year would be regular high school teachers and, until a new system of licenses could be evolved, the teachers of the seventh year and eighth year would be on their present schedule. Each teacher in the Junior high school should have two subjects either in the first two years or in the last or ninth year.

By placing all Junior as well as Senior high schools on double or eleven period sessions, from 8 a.m. to 5 p.m., the cost of new buildings would be practically eliminated. The present small classes in the upper grades would also be consolidated into full sections at a considerable saving of expense.

Moreover, in the Junior high school, promotion by subject would advance many pupils who now repeat an entire grade because of deficiency in certain subjects. This evil has been eliminated from the high schools and it will be a real saving to the city to have the same method of promotion extended two years farther down.

Each major subject should be taken daily in the Junior high school. This one fact will simplify the program and conduce to more efficient teaching in every subject. At present some of the more difficult subjects come only two or three times a week, requiring each teacher to have more sections and therefore more pupils to know and mark papers for.

As one of the three years involved is now recognized as high school work and in many cases supervised as an annex by a First Assistant from a High School, with a bonus which makes his full salary $100 less than a Junior high school principal's would be with the additional $250 proposed, it would be right

that at least thirty of the one hundred schools should be in charge of First Assistants, while the other seventy are managed by elementary school principals with high school experience.

In the Speyer School or Annex to P. S. 43, Manhattan, in P. S. 69, Manhattan, and P. S. 85, Brooklyn, the Junior high school idea is already being applied. In so far as the course is shortened by beginning high school subjects in the seventh instead of in the ninth year, a real economy is achieved which it may be difficult to express in money saved.

During last December, besides the regular twenty-four high school buildings, at least thirty-four annexes were occupied by high school pupils. In these annexes were 11,937 pupils of whom only in the Julia Richman, Eastern District, and one or two other schools were any pupils beyond the ninth year, so that it may fairly be said the line of cleavage is gradually being made between the ninth and tenth years. Nor is this unnatural, as choice of languages in high schools is made at the end of the ninth year.

The principle is sound that during the period of compulsory education the state should provide a seat for every child. After fourteen less injustice is done by double or partial sessions. The older pupils may study at home and come to school for recitation and instruction only. By separating ninth year pupils from the Senior high schools no truant officers will be required for the regular high schools and only in the Junior high schools would identification cards be needed in the case of double sessions. By placing all pupils above the sixth year on double sessions the designation of twenty-five elementary school buildings each in Manhattan and in Brooklyn, and twenty-five more in the other three boros combined, would, with the twenty-five regular high school buildings, accommodate for the present all pupils in the city above the sixth year.

The Junior high school system does not require enlarged auditoriums and the remodeling of present buildings. Pupils who elect vocational or trade education should be housed in buildings already thus equipped. There will then be no temptation to speculative rise in plots for additions, which makes the extension of the Gary system so complex and dangerous a problem.

Summing up the economical elements, we note practically no expense for new buildings or remodeling, slight expense for additional supervision, considerable expense to keep faith with eighth and ninth year teachers by legitimate promotions, no advanced salary schedules, saving of time by extending promotion by subjects two years down, more compact and larger sections by consolidation of upper grades. For the present one or two floors of the high school buildings may under double sessions be devoted to Junior high schools and thus reduce the number of elementary school buildings required.

The limits of this article will not permit detailed discussion of the efficiency of Junior high schools. With no suggestion of steel, oil, or trade influence the following organizations have gone on record as favoring the "six-three-three plan": Department of Superintendance of the National Educational Association, the National Bureau of Education, the North Central Association of Colleges and Secondary Schools, the National Association of State Universities, the committee on economy of time in education of the

National Council of Education, the committee on the reorganization of secondary education of the secondary department of the National Education Association, the School Superintendents of the State of Wisconsin, the State Department of Michigan, and nearly all the committees on school surveys which have reported. Dr. P. P. Claxton, U. S. Commissioner of Education, heartily endorses the Junior high school, and it is in practical operation in about two hundred cities and towns.

The High School Teachers Association of New York City has just issued a bulletin with a bibliography of a hundred articles on Junior high schools prepared by Mr. Joseph Abelson of the High School of Commerce. The School Review for February, 1916, has an able article on "A Junior High School" by Superintendent Herbert S. Weet of Rochester, N. Y. The June number of the Pedagogical Seminary for 1915 summarizes the situation. In School and Home, published at Bloomington, Illinois, is Mr. W. C. Bagley's argument against the Junior high school. In the Elementary School Journal and the School Review for the past two years are a number of articles dealing with this matter. In the Thirty-Ninth Annual Report of the Board of Education for Columbus, Ohio, for 1912, at pages 169-192, may be found, Mr C H Fullerton's able discussion of the theory and practical workings of the Junior High School.

In conclusion, the writer has not attempted to figure the precise expense of the introduction of the Junior high school into New York City. Instead of 60,000 pupils under a high school committee and 770,000 under an elementary school committee, he believes it better administration to place 200,000 under the high school committee. The state department has declared for a six years elementary course and the organization of the seventh and eighth years under semi-departmental teachers, with the earlier introduction of differentiated subjects during the compulsory period, is fraught with most beneficial possibilities to our youth and the cause of education. Both economy and efficiency will be promoted by this form of reorganization.

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"passed" after taking the course a second time would have failed had they pursued the subject further. It is in no way fair to doom perhaps a fifth of our pupils to the loss of spirit and ambition by sending them to inevitable failure. It is often argued that slow-moving children need the stimulus better workers in the same classes. This may be true if they move slowly through laziness; it is contrary to life in all of its other phases if it is due to lack of ability. Of the many provisions that have been made for children with varying ability to progress none seems better than that at the Manual Training High School of Indianapolis. There in certain subjects at least one group is formed of children whose record shows that they are able to do the work of three semesters in two, and at least one group who will need three semesters for the work that the majority of pupils do in two-thirds of that time.

The second claim, that the new organization makes easier the transition of pupils to the high school, has abundant theoretical support. The actual results depend, of course, on the completeness with which the details are adapted and administered. That the change between the elementary and the high school should be so sharp as it usually is permits of no general justification. The small understanding of what the subjects are that the high school presents; the anticipation of exchanging one teacher with whom there is a thorough understanding for several strangers; the prospect of leaving a near-by building in which he has had one room that he could call his home, and in which he has been a senior more or less lording it over children from one to seven years younger than himself; of leaving this comfortable building for another perhaps in a remote part of the city and there shifting hourly from strange room to stranger laboratory; the contemplation of the new atmosphere, the new ideals, and the new methods used—all these may stimulate the desire of some children to enter the high school; by pretty general testimony they terrorize many more. This larger group of children have "finished" reading, language, arithmetic, and other subjects traditional in the elementary school, and far too often they have no desire to enter another long campaign, the results of which have by common rumor been disastrous to so many friends who have tried it before. In all reports of attempts to "bridge the gap" by an earlier introduction of high-chool subjects, the methods of teaching, or the larger responsibility of the secondary school, whether the introduction be into the junior high school or into the upper grades of the old organization, greatly improved results are claimed. It is difficult to measure such results; but it is reasonable that they should follow, and observation of a considerable number of schools that have made such changes as are noted above leaves a strong impression that they are generally achieved.

The third claim, that the junior high-school organization decreases elimination, is based in theory largely on the sharp break discussed in the preceding paragraph. There is no question that the elimination after the seventh, eighth, and ninth grades has been one of the greatest of the reproaches to our educational system. Consequently any plan that promises to retain children in school beyond these

grades is worthy of the most careful consideration. Not only is the present break after the elementary school too sharp; it also coincides in perhaps the majority of cases with the onset of adolescence and the end of the period of education compulsory by law. It is claimed that the junior high school, which receives the pupil usually before the law permits him to leave school, should for two reasons hold him better to the end of the course and then increase the chances of his going on with his education. In the first place, it affords no convenient stopping point; and, in the second, it is organized and administered for the individual adolscent. Of the number of principals of junior high schools reporting, 107 declare that the organization does retain pupils in school better than the older plan, and 2 say that it does not. To the 3 who say frankly that they do not know what the effect on elimination is should probably be added all those who fail to answer the question. There are few published comparisons of the exact saving effected by the new organization. Supt. Francis in 1912 declared that in Los Angeles only 18 per cent of the pupils in the ninth grade of the junior high school failed, as compared with 42 per cent of those in the ninth grade of the high schools.

Prinicpal W. B. Clark, of the McKinley Intermediate School, Berkeley, furnishes data showing that since the establishment of the school 94.73 per cent of the pupils completing the eighth grade have entered the ninth, and 95.29 per cent of those completing the ninth grade have entered the tenth. Principal Preston, of the Franklin Intermediate School, Berkeley, reports that of the last seven classes completing the eighth grade under the old organization 40.53 per cent entered the high school, and that of the first six classes completing the eighth grade of the intermediate school there entered the ninth grade of the same school 65.53 per cent, not counting those who were transferred from other buildings.* Principal Paul C. Statson states that 86 per cent of the pupils in the eighth grade in the Grand Rapids junior high school last year entered the senior high school, as compared with 76 per cent of the eighth grades in the grammar schools of the city. In Evansville, Ind., according to Principal Ernest P. Wiles, only 56 per cent of the pupils completing the eighth grade in 1912 entered the high school, as against 84 per cent last year of the pupils in the junior high school.

The last of the four major claims for the junior high school is that it furnishes an opportunity for various reforms in instruction. This implies what has not been obvious in all discussions of the subject, that the junior high school is not a sure cure for all ills in our educational system, but that it affords an opportunity for introducing reforms which might in a traditional situation be more difficult. It should be frankly admitted that the division of the 12 years of common schooling into two equal parts is not the one essential to educational advance; but in a new organization a course of study based on the newer principles of psychology, sociology, and economics, various provisions for individual differences, and especially an improved method of teaching can more easily be introduced. The governing principles of this improved

method have been set forth in a number of the newer books—in none better perhaps than in John Dewey's "How We Think" and in his "Interest and Effort in Education." These principles are concretely applied in the "project method," which is being developed in the teaching of a number of subjects of secondary education. Marshall, Wright, and Field, for instance, have written "Outlines of Economics Developed in a Series of Problems"; the State of Massachusetts has issued bulletins such as "Agricultural Project Study," "Agricultural Project Study Bibliography," and "Project Study Outlines for Vegetable Growing;" and projects are introduced as exercises in several of the newer textbooks.* With a definite program for reform, a principal is likely to find marked help in a junior high school; without such a program, he would just as well, if not better, retain such an organization as he has.

Obstacles to the Junior High School.

Among the obstacles to the organization of junior high schools are several that in time will be removed as inevitably as they arise, and several others that will remain, to be more or less offset by advantages. In the first group is the fact that a number of States so define elementary and secondary education that there is no legal sanction for a third type composed of grades taken from each of the others. This is the case in California; but there the obstacle is overcome by paying each teacher in the intermediate schools from funds designed for the grade or grades in which he does his work. Because of the growth and success of these schools in California, the legislature is likely to follow the recommendation of the commissioners of secondary and of vocational education and provide legally for the organization of separate schools consisting of grades 7 to 9 or 7 to 12. Inasmuch as the legal obstacle now existing in various States arose from the demands of another situation, there is likely to be small difficulty in securing, where necessary, legislation permitting junior high schools. Objections to the junior-high-school plan have in a number of cases come from principals of elementary schools that lose the two upper grades and from teachers of those grades who are not qualified for the junior high school and who "would regard the dignity of their position as lowered if put into lower grades." These objections have, of course, been silenced as the new organization has been completed; if they are not powerful enough to prevent the creation of a junior high school, they are likely to harm it less and less as the months pass. Another objection which is likely to be temporary, but which until it passes should be overcome by some compromise, is the fact that the organization of one or more junior high schools is likely to cause a longer walk for some of the children in both the upper and the lower grades. For some children in the upper grades the longer daily journey is likely to be more than offset by the shorter journey for a larger number; and for the youngest children Supt. Francis suggests that a primary school of the first, second, and

possibly third grades be retained in or near the building to be devoted to the junior high school. Even in Los Angeles, where the new organization is most flourishing, there are still compromises, in the secondary as well as in the elementary schools.

One obstacle to the junior high school, as to almost any other educational improvement, is the likelihood that it will increase the budget. It is difficult to secure accurate information as to the cost of items of expenditure for schools; of 167 who, in answer to the questionnaire say that they have one or more junior high schools, only 30 report the items regarding cost ;and 17 of these say that the junior high school costs more per capita (the amount spent for maintenance and operation divided by the average number of pupils attending) than the first six grades; 7 say that the cost is the same; and 6 qualify their answers. Comparing the cost with that of the high school, 10 say that it is the same, and 20 that it is less. Supt. Francis estimates that the per capita cost of the junior high school will be intermediate between that of the elementary school and that of the high school. The increased cost over the elementary school, though a real, is not a logical objection, for, as Supt. Holland, of Louisville, Ky., has pointed out in his anuual report, the distribution of funds between the elementary and the secondary schools is seldom determined by fundamental reasons. If, as is general, secondary education is likely to cost two or three times as much as elementary, it is only reasonable that the increase be gradual, instead of coming with great suddenness at the end of the eighth grade. A reason for increased cost that shows a real economy is suggested by the claim, which is, in all but a few cases, sound; that the junior high schools retain many children from one to four years longer in the school system. If, as is also claimed, probably with excellent reason, the number of "repeaters" is decreased, there is a credit partly to offset the increased debit.

Junior high schools are likely to be handicapped for the present by the lack of specially prepared teachers and by the inappropriateness of most of the existing textbooks. As the demands increase, however, they will unquestionably be satisfied. Thus far the teachers for the new unit have been selected from both the elementary and the high schools; under the California law this was imperative, and in other States it seemed wise to use the superior skill of the best grammar-grade teachers in those subjects of which they had a mastery and to introduce teachers from the regular high school for such other subjects as Latin and composite mathematics. But now teachers are in several ways being especially prepared for the junior high school. At least one of the largest colleges of education is offering courses leading to this end, and several cities independently are developing their own teachers. Rochester, N. Y., for instance, in anticipation of four junior high schools, has offered weekly work in the several subjects that will be introduced; from those successfully taking the courses, a number of the teachers for the new schools will be selected. From the 1,528 teachers reported in an incom-

pleted tabulation as giving instruction in junior high schools (1,189 full time, 439 part time), 581 had previous experience in both elementary and secondary schools, 209 in secondary schools alone, and 642 in elementary schools alone. This means that only about 6 per cent of the teachers now in junior high schools were without experience when they were selected; nearly two-thirds of this small number came directly from college, the remainder from normal schools. Although data concerning the sex of the teachers were not requested, it is obvious from the reports that in the first years of the junior high school there is a considerably larger proportion of men than is found in the seventh and eighth grades of the grammar school.

A more fundamental objection has been raised by Director W. C. Bagley (School and Home Education, Oct., 1914). Admitting that "the advantages are clearly on the side of a six-six organization from the point of view of administration expediency and to a large extent from the standpoint of educational theory," he doubts the wisdom of early differentiation, in that children may fail to a get "a common basis of certain ideas and ideals and standards which go a long way toward insuring social solidarity—a basis of common thought and common aspiration which is absolutely essential to an effective democracy." "Stratified society," he thinks, may "encourage the development of social groups that can not understand one another because they lack a common basis of knowledge, ideal, and aspiration." This objection will have weight in proportion to the belief that the present educational organization results in social solidarity. Representing the other point of view is Prof. E. V. D. Robinson's statement (School Review, XX, 677) that "we cannot forever go on sacrificing educational efficiency to a fetish of equality represented by a uniform course of study."

STATISTICS OF JUNIOR HIGH SCHOOLS

Professor Briggs prints a table giving answers received to a questionnaire which he sent to superintendents of schools in every city in the United States of 2,500 population or over. There were 977 replies. "Of course, 843 have no junior high schools, 159 gave no reasons for having none; of the remaining 684, 232 have none because of a preference for the usual organization, 184 because of the probable increase in cost, 10 because the school system is too small, 58 because the buildings are unsuited or their teachers are not adequately prepared, and 232 because of other administrative reasons.' A number of the superintendents, as will be noted, gave two or three reasons."

Eighty-three cities are listed in Professor Brigg's table. Of these, he states that twenty-six made no returns to the Commissioner of Education in 1914, and no enrollment is given for them in the table. Fourteen more give no enrollment. This leaves forty-three cities with a total enrollment of 18,788, an average of 436.9. The number of junior high schools in two of these forty-three cities was

not given. If we leave out of consideration these two cities and their enrollment, we find that the table gives 41 cities, with 57 schools and 17,786 enrollment. This is an average enrollment of 432.32 per city and 312.04 per school. But it is worth while to note that the city of Los Angeles, Cal., contributes 6,000 pupils to the total. Deducting Los Angeles, the figures would be 40 cities, 49 schools, 11,786 enrollment. This would give an average enrollment of 294.65 per city, and 240.53 per school.

EXPERIMENTAL JUNIOR HIGH SCHOOL IN NEW YORK

The Board of Education of New York and the trustees of Teachers College will conduct an experiment with a group of two hundred boys who will be given an opportunity to complete the work of the seventh, eighth and ninth grades in two years. The College gives the use of the Speyer School building, Lawrence St. near Amsterdam Ave.; the services of Dr. Briggs, as educational advisor, and of several teachers. The balance of the corps of teachers will be provided by the Board of Education. The school will be opened on February 1st as an annex to Public School 43, Manhattan.

THE JUNIOR HIGH SCHOOL IN NEW YORK CITY

CHARLES S. HARTWELL.
Eastern District High School

New York City has long been alert and interested in this subject. Professor Briggs speaks of the movement toward an equal division of education between the elementary and the secondary schools as "initiated" by Dr. E. W. Lyttle, at the meeting of the National Education Association at Asbury Park, in 1905. In discussing Doctor Lyttle's paper at Asbury Park, in 1905, I said: "Equal division is feasible and is being made in New York City. There, departmental teaching in the last two years is done in 140 of the 500 schools. The Board of Education has just transferred many teachers to Public Schools Nos. 24 and 62 in Manhattan, devoted exclusively to seventh and eighth year pupils. Dr. Maxwell, at the national superintendents' meeting last year, favored this division, and these intermediate schools are an entering wedge.

"The consequences of this movement will be great. (1) The scheme of education will change from four quadrennial to five triennial periods, for the first year of high school will connect with these two years, and the previous and succeeding six years will be equally subdivided. (2) Many pupils will get a ninth or additional year. (3) The college course will be reduced a year. At the Boston meeting in 1903, Dean West, of Princeton, advocated four years for the college course; President Butler, two; Presidents Eliot and Harper stood for three; but nothing substantial by way of change has been accomplished. The reduction will probably come about in this way. (4) There will be great economy both of time and money by this equal

division of the twelve years of school education." *N. E. A. Proceedings,* 1905, *p.* 436.

In the first report of the committee of the N. E. A. on the equal division of the twelve years, in N. E. A. proceedings for 1907, Mr. Gilbert B. Morrison, Chairman, says, at page 707: "Another effect of the suggested change would be to provide departmental study for many who do not enter the high school. Some significant data on this question have been obtained by a questionnaire recently sent out by Mr. C. S. Hartwell, under the auspices of the Brooklyn, (N. Y.) Teachers' Association. Of the 362 answers to the question as to whether the extension of departmental methods downward would provide such methods for many who do not enter high school, 268 answered yes and 94 answered no. The question was asked: 'Would you favor departmental teaching throughout the last three years of the grammar school at least in large cities?' Out of 451 answers, 324 answered Yes, and 127 answered No. The individual opinions of your committee stand in about the same proportion, the majority favoring departmental extension at least to the seventh and eighth grades, especially in the large cities."

In N. E. A. Proceedings at Cleveland, for 1908, page 626, we read: "It is well to note that within the present year Mr. J. Edward Swanstrom, for some time President of the Board in Brooklyn, and later a member of the Board of Education of greater New York, published in the *Brooklyn Eagle* an argument for the adoption of the six year course of elementary study to be followed by three years of work in the lower high schools, plus three years in the upper grade or specialized high schools. In that article, Mr. Swanstrom argues forcibly that his plan would not only increase the educational efficiency of the schools, but would be highly economical for the city of Greater New York. At least ten cities in the United States for several years, have employed the proposed six-year division and believe it to be more economical."

In the sentence just quoted from Doctor Lyttle's report, we see he makes no claim to have "initiated" the "six-and-six plan." His powerful paper in 1905, gave a great impulse to a growing movement which has developed far more in the west than in the east. The entire report of Doctor Lyttle's committee, of which our own Mr. Denbigh of the Morris High School was a member, should be carefully read by thoughtful educators. The second recommendation of this committee is that 30 per cent. of the pupil's time in the seventh and eighth years be devoted to elective studies "which the best pedagogic thought and practice approve." The fourth, recommends that "promotions be by units of work accomplished rather than by years, thereby permitting the shortening or the lengthening of the time in which the course, nominally of six years, may be completed by pupils of varying ability."

That New York City has taken an active interest in the junior high school is shown in the third report of the committee on a six year course of study, rendered at Denver in 1909 by

Gilbert B. Morrison of St. Louis. He says at page 501, of N. E. A. Proceedings for 1909: "During the past year a vigorous inquiry into the actual situation in the seventh and eighth grades in the schools of this country has been in progress by committees of the New York and Brooklyn Teachers' Associations. Inasmuch as the question of six-year courses turns largely on changes in these grades, the results of such an inquiry are important."

The statistics on page 501 and 502, N. E. A. Proceedings, 1909, confirm the work of New York's citizens and reveal the drift toward reorganization. Mr. Morrison's report closes thus: "We believe that the reorganization of the public school system along the lines of this discussion is of fundamental importance, and that every reasonable measure that can be taken to overcome the inertia of the established system and to make for an organization more in consonance with advanced educational opinions and with the needs of modern society should be employed. The problem involves not only division by years, but a well-digested curriculum of both the elementary and secondary branches. This curriculum should (a) provide the content of the work, including vocational studies; (b) establish the points of differentiation; (c) consider methods of teaching and plans for promotion of pupils."

The reports of the New York and Brooklyn committees for 1909-10, show conclusively that the junior high school is steadily advancing. I believe with Mr. Swanstrom that the six-and-six plan is both educational and economical. It is more valuable to adopt in New York City than the Gary system, and I hope will be more carefully studied. Its greatest enemy is the unwillingness to separate the seventh and eighth year pupils from those of lower grades. But high standards will prepare the public for really useful changes in the schools of the future.

THE JUNIOR HIGH SCHOOL

A Remedy for Evils Existing in Our Present System of Education.

JOSEPH ABELSON
High School of Commerce

There appears to be great discontent with our present school system. Not only the educator, but also the clergy and the layman, is taking an active part in this clamor against our system of education. What ails our schools and what can we do to remedy its ailments? This is the keynote of the problem.

The first question that we should ask ourselves is, "What is the trouble with our system of education as it now stands?" Among others some of the more serious defects may be stated as follows:

1. Proper provision is not made for the student who drops out of school at the end of the eighth year—at the completion of the elementary school course.

2. Pupils are retarded unnecessarily through promotion by grades rather than by subjects. This affects both the slow pupil

and the pupil of superior ability.

3. There is too large a "student mortality" at the close of the elementary school course—at the age of fourteen. The pupil completes his elementary education just when the compulsory education law loses its hold (the completion of the elementary school course is regarded by the parents as the "natural stopping place" of education).

4. High school or secondary education is begun too late— at the age of fourteen. Noted psychologists and educators agree that it should begin at the age of twelve—at the beginning of adolescence.

5. We are devoting too long a time to elementary education. There is a considerable waste of time in elementary education. Eight years seem to be too long for this branch of education. This period should prepare for education—it is not education itself.

6. There is too sharp a change between the elementary school and the high school—a student fails to make a proper adjustment in the high school; in consequence he begins to fail in his work, and becomes disheartened and discouraged long before he reaches his second high school year. Worst of all, however, he drops out because he has failed.

How can we remedy these defects so as to make our school system of greater advantage to the student and his future? The answer to this question is—by the adoption of the "six-six plan." By the six-six plan is meant the division of our school into six elementary grades and six high school grades. This means that the elementary course is reduced to six years and the other six years are devoted to high school work. The first three years of this second six year period has an organization of its own—the junior high school—as well as the last three years—the senior high school, or high school proper.

Several cities have had many features of the junior high school for a number of years, even though they were not designated as such schools. Kalamazoo, Michigan, has followed the plan for about twenty-five years; Worcester, Mass., since 1898; Fort Scott, Kansas, Muncie, Ind., and Fresno, Cal., have had essentially this organization for the past fifteen years.

The term, junior high school, however, is a more recent product. Crawfordsville, Ind., organized a junior high school in 1907; Ogden, Utah, in 1908. Among others of the pioneers may be mentioned Columbus, Ohio, and Madison, Ind., in 1909, Berkeley, Cal., and Concord, N. H., in 1910, and Los Angeles in 1911. The latest recruit is Rochester, New York, whose junior high school threw open its doors at the beginning of the 1915-16 school year.

The following is a list of cities in which the junior high school now exists:

Austin, Minn.
Berkeley, Cal.
Bismarck, N. D.
Bristol, Va.
Chanute, Kan.
Chico, Cal.
Clinton, Iowa
Columbia, Tenn.

Concord, N. H.
Columbus, Ohio
Crawfordsville, Ind.
Crookston, Minn.
Curwensville, Pa.
Dayton, Ohio
De Pere, Wis.
Detroit, Mich.
East Aurora, Ill.
Evansville, Ind.
Faribault, Minn.
Fort Scott, Kan.
Fresno, Cal.
Grafton, N. D.
Grand Rapids, Mich.
Hays, Kansas
Houston, Texas
Hutchinson, Kan.
Kalamazoo, Mich.
Lewiston, Idaho
Madison, Wis.
Manhattan, Kan.
Manitowac, Wis.
Mohnton, Pa.
Muncie, Ind.
Muskegee, Okla.
Neodesha, Kan.
New Kensington, Pa.
Newton, Kan.
Norwalk, Conn.
Oakland, Cal.
Ogden, Utah
Palo Alto, Cal.
Quincy, Ill.
Rhinelander, Wis.
Richmond, Ind.
Rochester, Minn.
Rochester, N. Y.
Salt Lake City, Utah
San Antonio, Texas
Santa Anna, Cal.
Santa Rosa, Cal.
Seymour, Ind.
Solvay, N. Y.
Topeka, Kansas
Trenton, N. J.
Webster, N. D.
Winfield, Kan.
Worcester, Mass.

In some of the following cities the junior high school is being considered, while in others it will be put in operation next year.

Atlantic City, N. J.
Bevery, Mass
Bayonne, N. J.
Camden, N. J.
Danville, Va.
East Orange, N. J.
Elizabeth, N. J.
Goshen, Ind.
Jackson, Mich.
Kansas City, Kan.
Minot, N. D.
Little Rock, Ark.
New Bedford, Mass.
Philadelphia, Pa.
Portland, Ore.
River Falls, Wis.
Roanoke, Va.
Saginaw, Mich.
Walla Walla, Wash.
Wichita, Kan.

How will this division of our school remedy the defects mentioned above? Consider the first defect—the lack of proper adjustment for the pupil who drops out on the completion of the elementary school course, which leads him nowhere, neither to the high school nor to the industrial or commercial world. To remedy this defect the junior high school offers a number of different courses to the boy or girl on graduation from the elementary school —on completion of the six year elementary school course. Commercial courses, vocational courses, household arts courses, (for girls), agricultural courses, literary and general culture courses are offered. No pupil is assigned to any one of the courses mentioned until the home has been consulted, the entire report-card of th pupil in the elementary course studied and the judgment of the present teacher secured. In this way the capacities and the needs

of the pupils are discovered. For example, for the pupil whose goal is the college, the general cultural course is chosen; or for the boy of a constructive frame of mind, a vocational course is selected.

In this way the pupil will realize that he is pursuing work that is to his taste—in which he is interested—and will follow it because he likes it. If now, after the completion of the junior high school, the pupil feels that home conditions will not permit his entering into the senior high school, or if for any other reason he desires to drop out—when he is of fifteen years of age—he does so with a feeling that he has succeeded; not with the idea that he has been a failure. This will aid greatly in the building of his character. He will have attained at least sufficient training from the course pursued with which to enter the ranks of the industrial, commercial or agricultural world and will have a good idea of what will be expected of him in life.

The second defect—the retardation of pupils unnecessarily through promotion by grades, rather than by subjects—may be also remedied by the junior high school. This is really one of the most indefensible of modern practices—to compel a boy or girl to repeat the entire work of the grade because he or she has failed in two or three subjects—and is the method now employed in the seventh and eighth grades of our elementary schools. And yet, had he failed only in arithmetic he would have been advanced in all subjects—an entire grade. To allow a pupil to advance in a subject beyond his powers simply because he has done well in other subjects, is as unpedagogical as to oblige him to repeat subjects in which he is proficient because he has failed in others.

The junior high school plan does away with these unpedagogical methods. Under this plan a pupil is promoted in every subject in which he obtains at least a passing grade and is obliged to repeat every subject in which he is deficient. This scheme does indeed encourage a pupil to do better work, for he realizes that in order to be advanced a full grade it is necessary for him to be proficient in all the subjects of the present grade. As for the poor student—the student of inferior ability—the junior high school plan enables him to maintain his balance in his studies.

The junior high school will also remedy the third defect mentioned—the "large student mortality" at the close of the elementary school course. The junior high school shifts to a less dangerous period the change of school, which now occurs just when the compulsory education law takes its hand off the pupil. Instead of making the change of schools at this time—when the pupil is fourteen—it does so when he is twelve years old; then he has at least two years more of education as a compulsory attending pupil.

This results in keeping a large number of pupils in school for an additional year. Desire to remain and graduate with their class or to carry a study to the point where it may be used as an earning capacity, will keep in school a majority of those who would otherwise drop out at the completion of the eighth grade. Statistics support this. New Bedford, Mass., has had a junior high school

since 1912. The attendance in the seventh grade has increased from 287 to 522. In the same time the attendance in the eighth grade has increased from 214 to 322.

Principal Clark of the Berkeley Intermediate School (term used instead of junior high school, Berkeley, Cal.,) furnished data showing that since the establishment of the school 94.73 per cent. of the pupils completing the eighth grade have entered the ninth, and 95.29 per cent. of those completing the ninth grade have entered the tenth. Principal Preston, of the Franklin Intermediate School, (Berkeley, Cal.), reports that of the last seven classes completing the eighth grade under the old organization 40.53 per cent. entered the high school, and that of the first six classes completing the eighth grade of the intermediate school there entered the ninth grade of the same school 65.53 per cent. Principal Stetson states that 86 per cent. of the pupils in the eighth grade in the Grand Rapids junior high school in 1913 entered the senior high school, as compared with 76 per cent. of the eighth year in grammar schools of the city. In Evansville, Ind., Principal Wiles states that only 56 per cent. of the pupils completing the eighth grade in 1913 entered the high school, as against 84 per cent. in 1913 of the pupils in the junior high school.

In New York City, where the compulsory period extends up to the fourteenth birthday, such schools would offer splendid opportunities for usefulness.

The fourth serious defect of our present school system is the practice of beginning the secondary or high school education in the child's life at the age of fourteen.

To remedy this evil, the junior high school takes the pupil under its roof at the age of twelve, which is a period of "fulminating psychic expansion." Distinguished psychologists and educators agree that this is the age at which secondary education should begin —at the beginning of adolescence. The divisions of time under the junior high school plan correspond to the changes in the life of the child. The age at which the pupil enters the junior high school is the critical moment of his life, when the mental, moral, physical and spiritual life of the child undergoes marvelous changes. At the age of twelve the impulse of adolescence are driving the child to new interests, ambitions and activities. This is the time when "individuality begins to assert itself."

The junior high school takes these vital changes of the adolescence into consideration, by its differentiation and selection of courses which appeal to the adolescent youth. It takes account of "the nature and appeal at the dawn of the 'teen which makes the pubescent ferment." The vocational subjects, commercial subjects, agricultural subjects and the like offered by the curriculum of the junior high school cater to this transformation period through which the adolescent is passing. At this early age the study of a foreign language is begun (in most of the European countries the study of a foreign language is begun at the age of nine) and can be continued for a longer time than at present. In this way it is possible to learn the language by the natural and direct methods.

Noted educators are of the opinion that a foreign language is better acquired at the age of twelve than at fourteen. At any rate, it is best to begin the study at an earlier period, if it is to become a working tool.

The junior high school then means the beginning of the secondary education.

The waste of time in elementary education—the fifth defect of our present system of education—is also remedied by the junior high school. Eight years is too long a time for this branch of education. Under the junior high school plan, only six years are devoted to elementary education—sufficient time for this period. The six-year elementary school preceding the junior high school, gives the "tools of education" proposed by ex-state inspector of education, E. W. Lyttle. These "tools of education" are:

1. The ability to read a news item of an ordinary newspaper.
2. The ability to express in words the thoughts gained from reading.
3. The ability to express in writing the thoughts gained from reading or from conversation.
4. The ability to express, however, imperfectly, concrete objects by drawings.
5. The ability to perform arithmetical computations to long division and fractions.

In addition to these "tools of education," the six-year school period presents to the pupil "somewhat of a sympathetic knowledge of the city, state and national governments, and the elementary things about sanitation which everybody needs to know, not only to protect themselves as individuals but to protect society as well"

In other words, the junior high school plan "cuts out" the waste of time in elementary education by giving the pupil the most important subjects and the most important topics—the "tools of education" which will prepare him for further school work.

The last of the six serious defects of our system of education as it now stands—the sharp change between the elementary school and the high school—is also remedied by the junior high school.

Methods of presentation of the different subjects of the courses of study are so different in the elementary school and the high school that it is very difficult for the student to make a proper adjustment in the high school. And, as a result of this sudden change of method and subject matter the student begins to fail in his work, he becomes disheartened and discouraged and leaves before he reaches the second high school year.

The junior high school makes easier the transition between the elementary school and the high school in that it acts as a medium between these two types of schools. Under the junior high school plan high school subjects are introduced into this school, together with modified high school mehtods of teaching these subjects. This means that the junior high school reaches lower into the school work of the child and by giving him a "life interest" attempts to bring him safely over the break between the grammar school and the high school. In this way the junior high school becomes a

connecting link between the elementary school and the high school—it bridges the gap between the grades and the high school.

The junior high school offers itself as a three-year transition period between elementary and secondary education in which time the student becomes adjusted to high school conditions and methods of study. During this period he can determine for himself whether or not he is suited for higher education. It is really a "tryout period" in which the pupil's capacities and abilities are determined. It shapes the work of the pupil in such a way that it is a unit within itself, which can, if necessary, be terminated at the end of the ninth year.

Not only does the junior high school remedy the ailments of the existing educational system, but it also has a number of distinct advantages over the present system. Of the more important advantages of the junior high school may be mentioned the following:

1. It simplifies the problem with repeaters, since the child is required to go over the second time only that work in which he has failed, that is, we have promotion by subjects.

2. It keeps a large number of pupils in school for an additional year. (At least one year after the compulsory education law loses its effect).

3. It gives some option to pupils as to subjects studied—a "modified system of elections."

4. The junior high school reduces the number of "educational misfits" by means of the three-year "tryout" period.

5. Pupils are given the advantage of being taught by specially trained teachers with special methods of teaching.

6. The junior high school plan permits the student to complete the six-year high school course (junior and senior high school) in five years, thereby gaining a year.

7. The junior high school results in a better grouping of pupils, hence better discipline.

8. It furnishes an opportunity for various educational reforms.

9. The junior high school equalizes the opportunities between the grammar and the high school pupils.

10. The junior high school brings secondary instruction nearer to the homes of the pupils, and thus reaches a larger number of the pupils.

The junior high school, which is a definite and constructive attempt to meet these pressing educational problems of to-day, is the coming thing in school organization.

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